



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15688 W. Acoma, Surprise, AZ 85379

Carden Elementary School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Christy Faux
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address : learningmatters.org
 Phone Number : (623) 556-2179
 Fax Number : (623) 556-2806
 E-mail : christy.faux@learningmatters.org

Mission

It is our mission to accept each child as a unique individual and develop the whole person. To provide a quality education which ensures each student a solid foundation with strong core academic skills. To ensure a safe learning environment. To expand international awareness and inter-cultural understanding through Literature, Art, Music, Technology, and Foreign Language. To increase each student's confidence, encourage character development, instill a desire to be a lifelong learner.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase each student's confidence, self-discipline, and respect for self and others through our character education program.
- ü To provide a rewarding, challenging, and enriching academic experience in Reading, Writing, Mathematics, Science, and Social Studies.
- ü To expand international awareness and inter-cultural understanding through Literature, Art, Music, Technology, and Foreign Language.
- ü To enhance the learning and school experience of the students at Carden by developing relationships with parents and businesses. We do this by volunteering time, donating items, and funding materials. Provide staff support and appreciation.

Enrollment

October 1, 2005 School Year Student Enrollment : 430
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 460

Carden Traditional School of Surprise

Instructional Programs

- ü Curriculum is Integrated From K-8
- ü Strong Reading, Writing & Math Programs
- ü Open Court Reading Program
- ü Saxon Mathematics Program
- ü The Middle Years Program / IBO
- ü Music, Art, French and Physical Ed.
- ü Character Education
- ü Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We promote a safe and structured learning environment. Students at Carden will receive a positive and structured education that promotes responsibility, cooperation, and critical thinking skills. We develop our programs to encourage a healthy development of the whole child. We encourage our students to reach excellent academic and behavioral standards that will follow them throughout their lives.

Parents

Parents need to promote a positive attitude about school. We encourage parents to do their best to ensure that students have a home where education is valued and where parents support the efforts of our teachers in working with their children. Parents need to make sure that their student attends school each day and is on time. Encourage their student to read daily at home. Become actively involved with student activities and events.

Transportation Policy

We do not provide transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Member of the Carden Foundation	2002
ü Two Teachers Earned Advanced Degree in Ed. Admin.	2003
ü School Received Recognition from Luke Air Force Base	2003
ü Member of the International Baccalaureate Middle years	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	80010	100	100	99	449	449	447	2	2	10	18	18	18	66	66	53	14	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38935	100	100	99	450	450	447	NA	NA	9	19	19	19	69	69	55	12	12	17
Male	24	24	40974	100	100	98	448	448	448	4	4	11	17	17	18	63	63	52	17	17	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	43	43	35142	100	100	99	453	453	465	NA	NA	5	19	19	11	65	65	56	16	16	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	48	48	69849	100	100	100	449	449	451	2	2	7	19	19	17	65	65	56	15	15	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	14	39029	88	88	98	439	439	432	NA	NA	14	36	36	25	57	57	52	7	7	9
Non-Economically Disadvantaged	36	36	40981	100	100	100	452	452	462	3	3	6	11	11	13	69	69	54	17	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79438	100	100	98	473	473	451	NA	NA	9	8	8	24	78	78	56	14	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38775	100	100	99	477	477	457	NA	NA	7	4	4	22	85	85	58	12	12	13
Male	24	24	40560	100	100	97	467	467	446	NA	NA	12	13	13	25	71	71	54	17	17	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	43	43	34887	100	100	98	475	475	471	NA	NA	4	5	5	15	81	81	63	14	14	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	48	48	69850	100	100	100	473	473	456	NA	NA	7	8	8	23	77	77	59	15	15	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	14	38685	88	88	97	466	466	435	NA	NA	14	14	14	32	79	79	50	7	7	5
Non-Economically Disadvantaged	36	36	40753	100	100	99	475	475	467	NA	NA	5	6	6	16	78	78	62	17	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79971	100	100	99	440	440	423	2	2	8	32	32	41	64	64	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38974	100	100	99	459	459	437	NA	NA	5	12	12	33	85	85	57	4	4	4
Male	24	24	40895	100	100	98	419	419	410	4	4	10	54	54	47	42	42	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	43	43	35150	100	100	99	441	441	437	2	2	5	33	33	35	63	63	56	2	2	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	48	48	69713	100	100	100	445	445	429	NA	NA	5	33	33	39	65	65	52	2	2	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	14	38994	88	88	98	447	447	409	NA	NA	10	36	36	47	64	64	41	NA	NA	1
Non-Economically Disadvantaged	36	36	40977	100	100	100	437	437	437	3	3	5	31	31	34	64	64	56	3	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	80147	100	100	99	483	483	482	5	5	11	16	16	17	58	58	49	21	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	39281	100	100	99	486	486	483	NA	NA	9	16	16	17	58	58	50	26	26	24
Male	19	19	40780	100	100	98	480	480	482	11	11	12	16	16	17	58	58	48	16	16	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	31	31	36122	100	100	99	482	482	501	6	6	5	16	16	10	55	55	50	23	23	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	36	36	69852	100	100	100	489	489	488	NA	NA	7	17	17	16	61	61	51	22	22	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	14	14	38371	100	100	97	478	478	465	NA	NA	15	29	29	23	57	57	49	14	14	13
Non-Economically Disadvantaged	24	24	41776	100	100	100	487	487	498	8	8	6	8	8	11	58	58	49	25	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	79686	100	100	98	479	479	470	5	5	11	21	21	24	63	63	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	39163	100	100	99	477	477	475	5	5	9	26	26	22	53	53	60	16	16	10
Male	19	19	40438	100	100	97	480	480	465	5	5	13	16	16	25	74	74	54	5	5	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	31	31	35914	100	100	98	476	476	489	6	6	5	23	23	15	65	65	67	6	6	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	36	36	69878	100	100	100	482	482	475	3	3	8	22	22	23	64	64	61	11	11	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	14	14	38095	100	100	97	483	483	452	7	7	17	21	21	32	57	57	48	14	14	3
Non-Economically Disadvantaged	24	24	41591	100	100	99	476	476	486	4	4	6	21	21	16	67	67	65	8	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	80372	100	100	99	474	474	475	3	3	4	34	34	30	63	63	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	39452	100	100	99	496	496	488	NA	NA	3	32	32	22	68	68	72	NA	NA	3
Male	19	19	40836	100	100	98	452	452	464	5	5	6	37	37	37	58	58	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	31	31	36213	100	100	99	471	471	489	3	3	2	39	39	22	58	58	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	36	36	69846	100	100	100	477	477	482	3	3	3	31	31	26	67	67	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	14	14	38521	100	100	98	464	464	461	7	7	6	36	36	38	57	57	55	NA	NA	1
Non-Economically Disadvantaged	24	24	41851	100	100	100	480	480	489	NA	NA	3	33	33	22	67	67	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	79306	100	100	99	507	507	504	3	3	13	31	31	20	50	50	49	17	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	38845	92	92	99	506	506	505	NA	NA	11	9	9	20	82	82	50	9	9	18
Male	24	24	40383	100	100	98	507	507	504	4	4	14	42	42	19	33	33	47	21	21	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	26	26	36234	96	96	99	508	508	523	NA	NA	6	31	31	13	54	54	52	15	15	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	34	34	69020	100	100	100	506	506	510	3	3	9	32	32	18	47	47	52	18	18	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	27	27	41869	100	100	100	507	507	521	4	4	7	30	30	14	48	48	51	19	19	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	79000	100	100	98	499	499	489	3	3	10	14	14	24	78	78	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	38774	92	92	99	518	518	494	NA	NA	7	NA	NA	22	82	82	61	18	18	10
Male	24	24	40150	100	100	98	491	491	485	4	4	12	21	21	25	75	75	55	NA	NA	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	26	26	36135	96	96	98	496	496	508	4	4	4	12	12	14	81	81	67	4	4	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	34	34	69009	100	100	100	498	498	495	3	3	6	15	15	22	76	76	62	6	6	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	27	27	41766	100	100	99	502	502	505	NA	NA	5	11	11	16	85	85	65	4	4	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	79611	100	100	99	504	504	496	3	3	7	31	31	37	67	67	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39016	92	92	99	527	527	511	NA	NA	4	9	9	29	91	91	66	NA	NA	1
Male	24	24	40519	100	100	98	491	491	482	4	4	10	42	42	44	54	54	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	26	26	36380	96	96	99	501	501	511	NA	NA	4	42	42	30	58	58	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	34	34	68947	100	100	100	506	506	504	3	3	4	26	26	34	71	71	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	27	27	41985	100	100	100	510	510	511	4	4	4	19	19	30	78	78	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	79327	100	100	98	528	528	518	9	9	19	12	12	20	64	64	46	15	15	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	38961	100	100	98	526	526	520	13	13	16	13	13	20	50	50	48	25	25	16
Male	17	17	40295	100	100	97	530	530	516	6	6	21	12	12	19	76	76	44	6	6	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	24	24	36373	100	100	98	532	532	538	8	8	10	8	8	14	67	67	52	17	17	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	31	31	70006	100	100	100	529	529	524	10	10	14	13	13	19	61	61	49	16	16	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	15	37097	100	100	97	533	533	498	20	20	27	NA	NA	25	53	53	41	27	27	7
Non-Economically Disadvantaged	18	18	42230	100	100	99	524	524	535	NA	NA	11	22	22	15	72	72	50	6	6	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	79501	100	100	98	515	515	497	NA	NA	10	15	15	25	82	82	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	39062	100	100	99	517	517	502	NA	NA	8	13	13	23	81	81	64	6	6	5
Male	17	17	40368	100	100	98	513	513	491	NA	NA	13	18	18	27	82	82	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	24	24	36446	100	100	99	515	515	516	NA	NA	4	8	8	15	92	92	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	31	31	70090	100	100	100	516	516	502	NA	NA	7	16	16	24	81	81	65	3	3	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	15	15	37183	100	100	97	515	515	479	NA	NA	16	20	20	34	73	73	49	7	7	1
Non-Economically Disadvantaged	18	18	42318	100	100	99	515	515	513	NA	NA	5	11	11	17	89	89	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	80000	100	100	99	600	600	564	NA	NA	3	NA	NA	11	76	76	75	24	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	39288	100	100	99	614	614	579	NA	NA	2	NA	NA	6	75	75	77	25	25	16
Male	17	17	40644	100	100	98	588	588	549	NA	NA	4	NA	NA	15	76	76	74	24	24	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	24	24	36602	100	100	99	597	597	579	NA	NA	2	NA	NA	7	88	88	75	13	13	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	31	31	70081	100	100	100	602	602	571	NA	NA	2	NA	NA	7	74	74	79	26	26	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	15	15	37534	100	100	98	602	602	547	NA	NA	4	NA	NA	15	87	87	76	13	13	5
Non-Economically Disadvantaged	18	18	42466	100	100	100	599	599	578	NA	NA	2	NA	NA	7	67	67	75	33	33	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78546	100	100	97	516	516	543	24	24	15	14	14	18	62	62	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38645	100	100	98	534	534	545	NA	NA	13	23	23	18	77	77	54	NA	NA	15
Male	NC	NC	39792	NC	NC	97	NC	NC	542	NC	NC	17	NC	NC	17	NC	NC	50	NC	NC	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	14	14	36450	100	100	97	526	526	563	14	14	7	14	14	12	71	71	57	NA	NA	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	19	19	70453	100	100	100	522	522	549	16	16	11	16	16	17	68	68	56	NA	NA	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	NC	34694	NC	NC	96	NC	NC	524	NC	NC	23	NC	NC	23	NC	NC	48	NC	NC	7
Non-Economically Disadvantaged	15	15	43852	100	100	99	516	516	559	27	27	10	13	13	13	60	60	56	NA	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	79045	100	100	98	509	509	512	5	5	10	33	33	25	57	57	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38860	100	100	98	521	521	519	NA	NA	7	23	23	22	69	69	62	8	8	8
Male	NC	NC	40075	NC	NC	97	NC	NC	505	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	14	14	36730	100	100	98	520	520	532	NA	NA	4	21	21	16	71	71	68	7	7	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	19	19	70493	100	100	100	513	513	517	5	5	7	26	26	24	63	63	62	5	5	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	15	15	44123	100	100	99	515	515	527	7	7	6	20	20	18	67	67	66	7	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	79657	100	100	99	576	576	566	NA	NA	3	NA	NA	8	100	100	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	39120	100	100	99	586	586	580	NA	NA	2	NA	NA	4	100	100	92	NA	NA	2
Male	NC	NC	40423	NC	NC	98	NC	NC	553	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	14	14	36929	100	100	99	585	585	579	NA	NA	2	NA	NA	5	100	100	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	19	19	70588	100	100	100	579	579	573	NA	NA	2	NA	NA	5	100	100	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	15	15	44316	100	100	100	576	576	578	NA	NA	2	NA	NA	5	100	100	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	78400	100	100	97	572	572	554	6	6	21	24	24	19	53	53	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38686	NC	NC	98	NC	NC	554	NC	NC	20	NC	NC	20	NC	NC	49	NC	NC	12
Male	11	11	39636	100	100	96	573	573	554	9	9	23	27	27	18	45	45	46	18	18	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	17	17	37038	100	100	97	572	572	575	6	6	11	24	24	14	53	53	56	18	18	19
Students with Disabilities	--	--	7840	--	--	81	--	--	498	--	--	60	--	--	18	--	--	20	--	--	2
Students without Disabilities	17	17	70560	100	100	99	572	572	560	6	6	17	24	24	19	53	53	50	18	18	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	11	11	45386	100	100	99	574	574	569	NA	NA	15	27	27	15	55	55	52	18	18	18

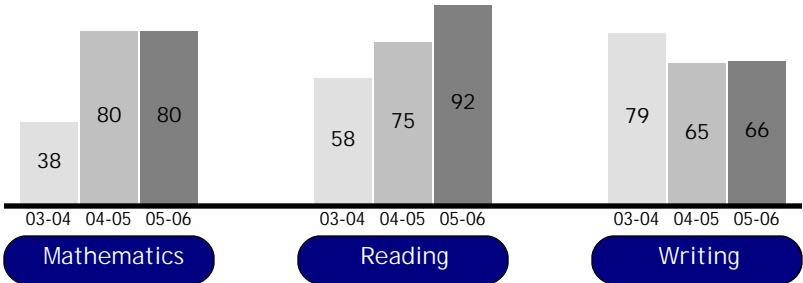
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	79179	100	100	98	528	528	519	NA	NA	11	29	29	27	71	71	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38974	NC	NC	99	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	61	NC	NC	5
Male	11	11	40124	100	100	97	527	527	513	NA	NA	13	36	36	28	64	64	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	17	17	37467	100	100	98	528	528	539	NA	NA	5	29	29	17	71	71	70	NA	NA	8
Students with Disabilities	--	--	8567	--	--	88	--	--	467	--	--	39	--	--	38	--	--	22	--	--	1
Students without Disabilities	17	17	70612	100	100	99	528	528	524	NA	NA	7	29	29	25	71	71	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	11	11	45834	100	100	99	528	528	533	NA	NA	7	27	27	19	73	73	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	79734	100	100	99	572	572	554	NA	NA	3	NA	NA	19	100	100	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39243	NC	NC	99	NC	NC	568	NC	NC	2	NC	NC	12	NC	NC	85	NC	NC	1
Male	11	11	40413	100	100	98	573	573	541	NA	NA	4	NA	NA	26	100	100	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	17	17	37668	100	100	99	572	572	569	NA	NA	1	NA	NA	13	100	100	85	NA	NA	1
Students with Disabilities	--	--	8943	--	--	92	--	--	495	--	--	11	--	--	51	--	--	38	--	--	1
Students without Disabilities	17	17	70791	100	100	100	572	572	561	NA	NA	2	NA	NA	15	100	100	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	11	11	46016	100	100	100	576	576	567	NA	NA	2	NA	NA	14	100	100	84	NA	NA	1

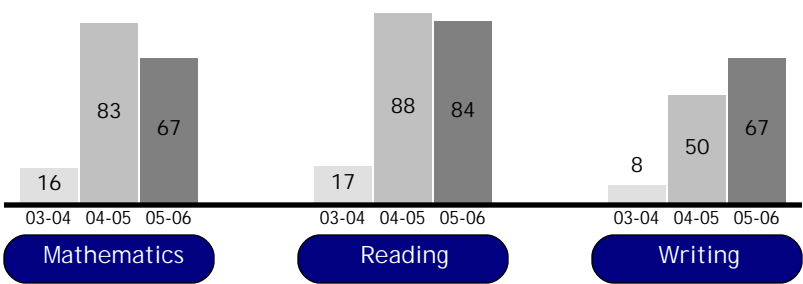
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

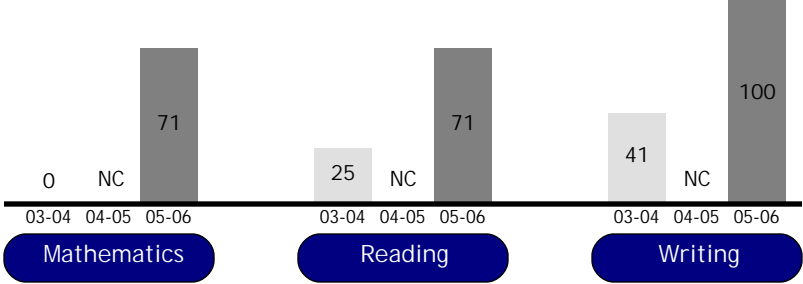
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	64	NA	58	100	62	61	47	99	61	61	46
	Language	100	57	52	50	100	59	55	47	99	54	54	48
	Mathematics	100	73	67	64	100	60	58	50	99	67	67	52
3	Reading	96	40	NA	55	100	46	42	44	100	61	61	46
	Language	100	44	37	61	100	52	47	44	100	61	61	46
	Mathematics	100	52	44	61	100	56	50	51	100	63	63	52
4	Reading	100	71	NA	56	100	50	50	48	100	56	56	52
	Language	100	55	56	52	100	52	51	49	100	65	65	52
	Mathematics	100	71	69	61	100	58	59	53	100	61	61	58
5	Reading	100	38	NA	55	95	59	53	50	100	61	61	56
	Language	100	28	35	49	95	58	55	50	100	59	59	54
	Mathematics	100	38	43	63	95	54	54	49	100	54	54	52
6	Reading	NC	NC	NA	56	100	53	51	51	100	70	70	56
	Language	NC	NC	51	48	100	49	45	47	100	59	59	50
	Mathematics	NC	NC	68	66	100	44	47	52	100	65	65	58
7	Reading	92	52	NA	54	92	66	66	50	100	56	56	54
	Language	92	58	58	58	92	62	62	52	100	48	48	58
	Mathematics	92	54	54	62	100	58	58	50	100	35	35	54
8	Reading	92	50	NA	55	NC	NC	NC	51	100	65	65	58
	Language	92	38	38	52	NC	NC	NC	50	100	61	61	56
	Mathematics	92	39	39	61	NC	NC	NC	53	100	63	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Carden Traditional School of Surprise

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Fundraising
- Ü Community Events
- Ü International Festival
- Ü Ecological Camp
- Ü Model United Nations
- Ü Student Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	7	3	0	0
7 to 9 years	3	8	0	0
10 or more years	0	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-Purpose
- Ü Library

Extracurricular Activities

- Ü Participation in City Recreation Program
- Ü Kicks For Kids-Soccer
- Ü Parent/Teacher/Student Clubs
- Ü Kids Art
- Ü Sports Programs
- Ü Computer Club
- Ü Student Council

Social Services

- Ü Before Care program
- Ü After School program
- Ü Preschool

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are in second year implementing the Middle Years Program (MYP). It is an educational framework that requires students to study in eight academic subjects. The program is offered in grades 6-8, a feeder program for the prestigious IBO program
- ü Participated in the Future Cities competition at the school level. Students worked in small teams to develop their own cities. Students were able to create their city on the computer, build a 3D model, and write an essay about their city.
- ü Conducted Ecological Camp in Prescott with 100 people in attendance. Students were able to experience the great outdoors through educational activities, horseback riding, and team building activities.
- ü Held our second annual Art Show. Classes worked by grade level on murals with the art teacher. Parents were able to come in during the show and bid on the murals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carden Traditional School ensures a safe learning environment. We conduct frequent safety training and drills for students and staff members. Fire drills, evacuation, shelter-in-place, lock-down and other safety drills are conducted frequently. Carden is a closed campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mitch Rosenbaum	(623) 556-2179
Transportation Policy		
Community Resources	Christy Faux	(623) 556-2179
School Nutrition Programs	Kerri Wood	(623) 556-2179
Parent Organization	Shelly Hausfeld	(623) 556-2179
Student Health/Nurse	Flor Haynes	(623) 556-2179

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.